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even according to Roman standards. Decimus and his fellows had a part in the servility of the Senate in so far as they did not speak against it.

There are some errors of typography. On p. 15 'Shuckburgh' lacks the final *h*; on the following page 'tribunizische' is misspelled; on p. 42 *προχειρισαντο* has lost its augment. The language is often faulty. On p. 36 the author's interpretation of Dio Cassius wrongly places Antonius among the conspirators against Caesar; on page 42 "some" is awkwardly used instead of "all". "Effected his death" (p. 6) is a convenient euphemism for murdered. A few misstatements have been noticed. Lange, vol. 3, was published in 1876, not 1879 (p. 15). Caesar was not censor (p. 44), but exercised the censorial power as *praeceptor morum* (cf. Druman-Gröbe, *Gesch. Roms*, 3. 595). That with Caesar the title *imperator* was a cognomen, not a praenomen, is proved by CIL. ix. 2563. The word *προχειρισαντο* in Dio Cass. 43, 45, 1 (p. 42, n. 42) applies merely to the grant of the right to the consulship and not to a group of honors. There is no warrant for the following statement that the "people also voted that Caesar alone should . . . have soldiers"; in fact it is in most cases impossible to determine what *senatus consulta* in favor of Caesar were ratified by the comitia. The paragraph (p. 50) relating to the precedents for the killing of Caesar contains various misconceptions. Notwithstanding such defects the material collected will doubtless be useful to those who are interested in the details of the subject treated.

G. W. BOTSFORD

COLUMBIA UNIVERSITY

Griechische Bildwerker. By Max Sauerlandt. Düsseldorf and Leipzig: K. R. Langewiese (2nd edition, 1907). Pp. XV+117+X. In flexible covers, 1.80 Mk.

The brief introduction to this book discusses the Greek artistic temperament and certain characteristics of Greek art. Then follow 140 photographic reproductions of important specimens of Greek art, some 50 of which are full-page cuts. About 20 of the illustrations are based on coins; the remainder represent for the most part statues or single figures or groups from pediments, etc., such as the pedimental group from Aegina now in the Glyptothek at Munich, or the groups from the pediments and the frieze of the Parthenon. A few vases and lecythi are also figured. Copies are carefully distinguished from originals; the word "Marmor-kopie" beneath a figure indicates that the original was in bronze; "Kopie" indicates that the copy is in the same material as was the original. The figures are arranged in the main in chronological sequence. Beneath each figure is given the date, actual or approximate, of the piece of sculpture represented by the cut; in the case of figures that are

copies the date of the original is given, not that of the copy.

I need not enumerate the figures given. It is enough to say that the more important specimens of Greek sculpture are well represented, and that the photographic reproductions are distinctly good. The charioteer of Delphi is given; one misses, however, the fine bronze statue of a youth found at Anticythera, and now in the great museum at Athens. A sort of appendix gives an *Inhaltsverzeichnis*. In this the figures are all listed and a good account is given of each.

Both by reason of its intrinsic excellence and its uncommonly small cost this book ought to receive a hearty welcome. Every pupil in school or college who is studying Greek might well be required to possess a copy. Nor would the possession of a copy hurt a student of Latin.

C. K.

### CORRESPONDENCE

Under the auspices of the Summer Session of the University of California there was held at Berkeley last summer a conference for the purpose of discussing how there might be developed in the communities and schools of the Pacific Coast a more genuine and widespread interest in the Greek language and literature. It was thought that by reforming the methods and enlarging the scope of the teaching of Greek, increasing the attractiveness and the efficiency of the subject, and by uniting the now scattered forces for concerted action, it might be possible to emphasize anew the importance not only of the intellectual but also of the aesthetic aspects of Hellenism as elements of education and culture.

The attendance was large and the sessions were enthusiastic. Before adjournment we voted to organize a Classical Association of Northern California. Temporary officers were elected as follows: Jas. T. Allen, President; M. C. James, Principal of the Berkeley High School, Vice-President; W. H. Graves, Oakland H. S., Secretary-Treasurer. We plan to meet to form a permanent organization next December at San José, when the Teachers' Institute is held there. We are hoping thus to do something to revive an interest in classical study. There has been a Classical Conference of Southern California for several years.

Your readers may be interested in the Homer Club which I am conducting. It is limited to twelve students who have completed my course in Homer (*Iliad* xiii-xxiv) for Freshmen. The students come to my house one evening a week and read, each in turn, for an hour or an hour and a half (7:30 to 9) at sight from the *Odyssey*. Each one reads first the Greek and then translates, while the others hold themselves in readiness to help him over any diffi-

culties that may arise. In this way we read from 200 to 300 lines an evening, and in all about twelve books in a college year. The students evidently enjoy the reading, for they are remarkably regular in attendance, while it enables me to get thoroughly acquainted with them. I see no reason why Vergil should not be read in the same way. It is certainly well worth doing.

BERKELEY, California

JAMES T. ALLEN.

### GEORGE BANCROFT'S TRAINING

With reference to the theses published in THE CLASSICAL WEEKLY 2. 311, a few explanatory words may not be out of place.

The first and third (Greek myths must not be explained from Oriental sources; Philosophy and literature are a native Greek product) take us back into the exceedingly important methodological strife between Creuzer of Heidelberg on the one side, and Lobeck of Königsberg on the other. Creuzer, and with him a large and influential school, had indulged in the wildest mysticism, according to which all Greek civilization was the product of Oriental superior wisdom, and Greek doctrine contained the deepest philosophy. Yea, they did not hesitate to connect with these mysteries Freemasonry and the Rosicrucians, an illusion even now met with among otherwise sane people. It was eight years after Bancroft's 'promotion' that Lobeck's *Aglaophamus*, so delightful both in content and the elegant and witty Latin style, appeared and cleared the sultry mystic air of religious science like a bolt from the sky. That so early Bancroft could side with the Lobeckian views shows his innate sanity and soberness.

The fifth thesis is an echo of the famous strife stirred up by Niebuhr's *Roman History*. To-day, when the insight into prehistoric development is common property, such as it is, even of High School students, we can hardly understand that to take the revolutionary standpoint required great courage in the budding scholar.

E. R.

### SUMMARY

III. Humanistic, and Particularly Classical Studies as a Preparation for the Law, by Dean H. B. Hutchins, Department of Law, University of Michigan. (See *School Review* xv. 423-429 for June, 1907).

The law differs from the other professions in that no particular subject is essential as a basis for its study, but it does demand preliminary training of the widest possible range and of the most rigorous kind. The ordinary layman does not realize the extent and variety of learning, aside from the strictly professional, which the lawyer requires. It is frequently necessary in dealing with the testimony of experts in various lines of work to have a work-

ing knowledge of the subject with which they are dealing. It is of the highest importance, therefore, that when the lawyer has not the special knowledge required for a particular emergency, he should have "what is quite as useful—the ability to acquire at short notice and under pressure the necessary special information".

... preparatory training, if of the proper sort, will furnish what, in a large way, is vastly more important than special knowledge, namely, the ability to assimilate and put to practical use, as the occasion demands, the results of the work of other men. . . . preparation for the law should be made by the study of such subjects as will train a man to *acquire easily and rapidly, and to think logically and independently*. And in my judgment, the subjects the study of which tends to the development of these qualities are those which require of the student strenuous, painstaking, and persistent effort for their mastery. If I could regulate the preparation of law students, I would eliminate from the course all predigested and specially prepared foods, and I would give the young man something that would demand earnest effort on his part to assimilate. While I believe in and advocate a thorough college course as a preparation for the study of law, and while I hope that the time is not far distant when such a course or its equivalent may be made a pre-requisite for legal study, I am frank to say that the young man who has a thorough, old-fashioned classical and mathematical preparation for college is, in my judgment, much better fitted for the study of law than is the man who during four years in college has dissipated his energy and weakened his power to think clearly and logically by desultory and pointless work in "snap" courses that require little or no effort on his part. But I wish it understood that in making this statement, I do not intend a criticism of the elective system as such, for I believe in it, but I believe also that it should always be so supervised and regulated that disciplinary subjects predominate during at least the first half of the course. Under such a plan the student comes to the specialized work of the last two years with a quickened and strengthened mind and an informed judgment.

One of the difficult tasks of the law teacher is to get from the student a clear, concise, and definite statement of the facts of the case that is to form the basis of discussion, and in this part of the work the noticeable superiority of the classically trained student is apparent.

The case that we seek to establish would not be complete without the suggestion that the *culture* value of humanistic study should not be overlooked in the consideration of what should be the training of the prospective lawyer. We are too apt to forget, in these intensely practical times, that the professional man should be first of all the well-educated gentleman. . . . I would not for a moment claim that a man cannot be well educated without a knowledge of the ancient Classics, for such is not the fact, but that humanistic study stimulates the mind to seek what is best in literature and art, and furnishes a source of culture and entertainment that broadens the man, and enables him to have an appreciative sense of the value of things outside of the narrow limits of his specialty, cannot admit of doubt.

T. E. W.